

## TBL STUDENT PERCEPTIONS QUESTIONNAIRE<sup>1</sup>

Please circle the answer that best describes the extent to which you agree with the following statements:

|     |   | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |    |
|-----|---|----------------|-------|---------|----------|-------------------|----|
| 1.  | TBL helped me increase my understanding of the course material.   | 5              | 4     | 3       | 2        | 1                 | NA |
| 2.  | I have completed 100% of the required reading.  | 5              | 4     | 3       | 2        | 1                 | NA |
| 3.  | Learning issues helped me to focus on core information.   | 5              | 4     | 3       | 2        | 1                 | NA |
| 4.  | Individual readiness assurance tests (IRAT) were useful learning activities.                              | 5              | 4     | 3       | 2        | 1                 | NA |
| 5.  | I generally felt prepared for the IRAT.   | 5              | 4     | 3       | 2        | 1                 | NA |
| 6.  | Discussions of the TBL learning issues were useful learning activities.                                   | 5              | 4     | 3       | 2        | 1                 | NA |
| 7.  | I learn better from lecture presentations than small group.   | 5              | 4     | 3       | 2        | 1                 | NA |
| 8.  | Solving problems in a group is an effective way to learn this subject.                                    | 5              | 4     | 3       | 2        | 1                 | NA |
| 9.  | I learned useful additional information during the TBL sessions.  | 5              | 4     | 3       | 2        | 1                 | NA |
| 10. | TBL helped me prepare for course examinations.  | 5              | 4     | 3       | 2        | 1                 | NA |
| 11. | The GRAT (group) discussions allowed me to correct my mistakes and improve understanding of the concepts. | 5              | 4     | 3       | 2        | 1                 | NA |
| 12. | I have a positive attitude about working with my peers.   | 5              | 4     | 3       | 2        | 1                 | NA |
| 13. | The ability to collaborate with my peers is necessary if I am to be successful as a student.              | 5              | 4     | 3       | 2        | 1                 | NA |
| 14. | Solving problems in a group is an effective way to practice what I have learned.                          | 5              | 4     | 3       | 2        | 1                 | NA |
| 15. | My team worked well together.   | 5              | 4     | 3       | 2        | 1                 | NA |
| 16. | I contributed meaningfully to the TBL discussions.  | 5              | 4     | 3       | 2        | 1                 | NA |
| 17. | Most students were attentive during TBL sessions.   | 5              | 4     | 3       | 2        | 1                 | NA |
| 18. | I paid attention most of the time during the TBL sessions.  | 5              | 4     | 3       | 2        | 1                 | NA |
| 19. | The TBL format was helpful in developing my information synthesizing skills.                              | 5              | 4     | 3       | 2        | 1                 | NA |
| 20. | There was mutual respect for other teammates' viewpoints during TBL.                                      | 5              | 4     | 3       | 2        | 1                 | NA |
| 21. | My approximate anticipated grade in this course is  | A              | B     | C       | D        | F                 | NA |

<sup>1</sup> Vasan, N. S., DeFouw, D. O., & Compton, S. (2009). A survey of student perceptions of team-based learning in anatomy curriculum: favorable views unrelated to grades. *Anatomical sciences education*, 2(4), 150–155. doi:10.1002/ase.91. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/19572279>.